

DOCUMENT RESUME

ED 298 460

CS 009 312

AUTHOR Cooper, Kathy
TITLE Washington Literacy Tutor Training Handbook: Spiral of Strategies for Decoding Segment.
INSTITUTION Washington Literacy, Seattle.
PUB DATE Aug 88
NOTE 8p.; Paper presented at the Biennial Conference of the Laubach Literacy Association (San Diego, CA, June 21-25, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Guides -- Non-Classroom Use (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Context Clues; *Decoding (Reading); *Literacy Education; Phonics; Reading Strategies; *Remedial Reading; Sight Vocabulary; Training Methods; *Tutoring; Word Recognition
IDENTIFIERS Tutor Training

ABSTRACT

New readers must be taught a variety of decoding skills to allow them to increase fluency and get on with the process of meaning making. Four of the most important strategies of decoding are: (1) using context clues; (2) developing a sight vocabulary of whole words; (3) analyzing the parts of words; and (4) attending to the letter-sound (phonics) connection. Practical applications of these strategies enable a learner to become an independent reader. (RS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 298460



WASHINGTON LITERACY *Tutor Training Handbook*

to accompany the
WASHINGTON LITERACY TUTOR TRAINING WORKSHOP

SEGMENT: SPIRAL OF STRATEGIES FOR DECODING

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Kathy Cooper

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Washington Literacy
107 Cherry Street, Suite 405
Seattle, WA 98104

August, 1988
Kathy Cooper
Training Coordinator

CS 009312

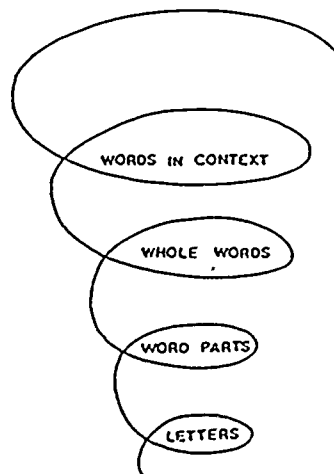
DECODING

Some people think that good readers decode every word in a passage. Instead, fluent readers skip over many words as they read. Skipping them is, in fact, the way that fluent readers most often treat unknown or unfamiliar words. If omitting them doesn't disrupt the meaning of the passage, good readers hardly even see them. At other times, good readers substitute in their mind's eye a familiar word for what appears on the page, or they may make a quick guess at the meaning and pronunciation of the word in the text and keep on reading. All of these strategies allow readers to keep going, focused on the process of making meaning.

There are times, however, when every reader encounters a word that s/he doesn't recognize and that must be decoded if the passage is to make sense. Reading, making meaning, is interrupted until the word is decoded. Because this point is reached often by new readers, it is very important that they be taught a variety of decoding skills. These skills must fit the whole range of reading experiences and be able to be used quickly. Then the new reader can return to the process of making meaning before losing the sense of the passage.

Four of the most important strategies for decoding words are using context clues, developing a sight vocabulary of whole words, analyzing the parts of word, and attending to the letter-sound connection. Although these can be taught as distinct methods of decoding, they are parts of the same process. In reading, the four strategies are often used together, almost simultaneously. New readers need to learn all four so that they can select the ones most useful in a particular situation.

SPIRAL of STRATEGIES



WORDS IN CONTEXT

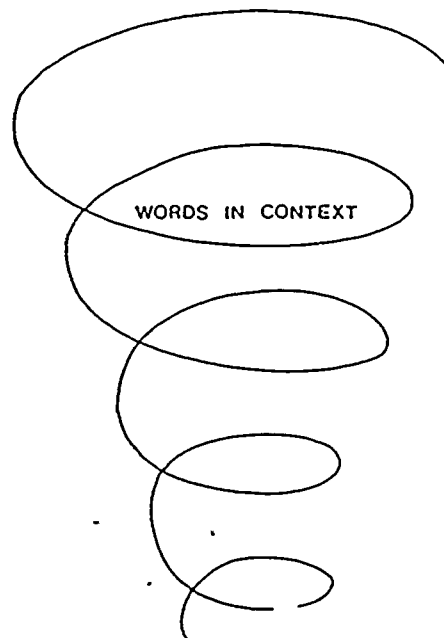
The reader's familiarity with the language and subject matter, the meaning of the whole passage and the words directly before and after an unknown word give clues that permit decoding. New readers need to learn to trust their own judgement, make reasonable guesses and keep reading.

Calling words for new readers or correcting reasonable substitutions doesn't help. Instead, when the reader is stuck, ask questions that will assist him/her to develop skills in using context clues. Ask,

"What word do you know that makes sense in the slot and begins with the letter ____?"

Accept any answer that allows the learner to continue reading with meaning. Teach important words and correct pronunciations during the next lesson.

SPIRAL of STRATEGIES



WHOLE WORDS

All readers depend on a vocabulary of words that are recognized and immediately understood. That group of learned words is usually called a sight word vocabulary. The larger and more varied a reader's sight word vocabulary can become, the more enjoyment and meaning there is in reading.

In order to develop a sight word vocabulary, it is necessary to temporarily isolate a word from context and study it. This can be done before a passage is read or afterwards, when troublesome but important words have been identified.

One way to study whole words is to make sight word cards. This is particularly helpful in learning words that are frequently used, are spelled in a way that makes them difficult to decode, or are of special interest and importance to the reader. Reinforce the meaning of the word by using it in a sentence or sharing a definition. Outline the configuration or shape of the word to make it easier to recall. Allow the learner to keep the sight word card s/he recognizes as an affirmation of ownership. Review learned words often, emphasizing progress.

WORD PARTS

If the reader doesn't recognize a word and the context doesn't give enough clues for a reasonable guess at meaning, it is often helpful to break the word into parts. Teach learners to look for large words called compounds that are a combination of two or more small words. Almost all other multi-syllabic words are combinations of small units of meaning, called prefixes, suffixes and roots. Knowing some of them increases a learner's reading and writing vocabularies.

Point out compound words or words that contain meaningful roots and affixes in a new reader's speech or tutoring materials. Use the following list in decoding words found in material of interest and importance to your reading student.

COMMON ROOTS, PREFIXES AND SUFFIXES AND THEIR MEANINGS

<u>A:</u>	a-,a	not, without	contra-	against
	ab-	away, from	counter-	opposite
	acro,alti	high	corp	body
	ambi	both, around	cosmo	universe
	ambul	to walk	cred	believe
	ana-,an-	back,against		
	andr	man	<u>D:</u>	negative
	ann,enn	year	de-	ten
	anthro	man	dec-	God
	anti-	against	die	people
	aqua	water	demo-	teeth
	arch	first, rule	dent,adont	skin
	-arium	place where	derm	hand
	astro	star	dexter	between
	athl	contest	dia-, di-	speak
	audio	to hear	dict	negative,away
	auto-	self	dis-	to lead
			duct	
<u>B:</u>	laro-	pressure	<u>E:</u>	out, away
	bene	well	e-,ex-,ec-	one who
	bi-	two	-ee	little
	biblio	book	-el	into
	bio	life	en-,em-	on,outside
			epi-	equal
<u>C:</u>	capt,cept,	seize, hold	equi	one who
	cephal	head	-er	energy
	card	heart	erg	place where
	cent	hundred	-ery	feeling
	chron	time	esthe	little
	-cide	to kill,cut	-ette, -et	good
	circum-	around	eu-	outside
	-cle,-cule	little	extra-	
	com-,con-	with, together		

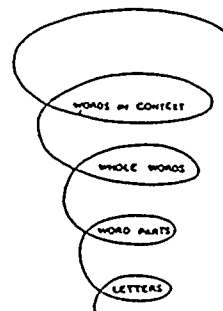
<u>F:</u>	fac, -fy flu fore- frag, fract frater fric	to make or do to flow in front of to break brother to rub	<u>N:</u>	naut neo- noc nom, nym novem, non nox	to sail new night name nine injure
<u>G:</u>	gen geo gon grad, gress graph, gram gyn	kind, race earth angle, corner to step to write woman	<u>O:</u>	oct- -ology omni- op -or -orama	eight study of all eye one who view
<u>H:</u>	helio hemi- hetero homo hydr hyper- hypn hypo-	sun half other, different man water over, above sleep under	<u>P:</u>	pan-, panto- pater path- patho ped, pod penta- phil -phobia phon photo, phos plumb poly- port pre-, pro- psyche psycho	all father feel disease foot five love fear of sound light metal many to carry before mind soul
<u>I:</u>	il, im, in, ir -ing inter- intra	not state of being between, among within	<u>Q:</u>	quadr-, quart quin	four five
<u>J:</u>	ject	to throw	<u>R:</u>	re- reg-, rect rode, rose	again to rule to gnaw
<u>K:</u>	-kin krypt	little hidden	<u>S:</u>	scope scrib, script sect sen sent sept sex son soror spec, spic sub- super-, sur- syn-, sym	to look to write to cut old feel seven six sound sister to look under over together
<u>L:</u>	-ling loc log	little place word, speech			
<u>M:</u>	magn-, mega- mal- manu- mar mater med merc meter, metr micro- min mis- mit, miss mono- mort	big bad, badly hand sea mother middle to trade to measure small less, little wrongly to send one death			

<u>T</u> :	tach	fast	<u>U</u> :	-ulous	full of
	-tain	to have		un-	not
	tang, tact	to touch		uni-	one
	techni	skill, art	<u>V</u> :	vert, vers	to turn -
	tele-	from afar		vist	clothing
	terr	earth		vic, vis	to see
	theo	God		volv, volu	to roll
	therm	heat	<u>X</u> :	xeno	foreign
	tor	to twist	<u>Z</u> :	zoo	animal
	tract	to draw, drag			
	trans-	across			
	tri-	three			

PHONICS

Sometimes words can be decoded by looking at the relationship between letters and sounds. This approach is often called phonics. Phonics is most useful if the word being decoded is already known to the reader and follows a regular phonetic pattern. In order to be a meaningful approach, phonics depends on the reader's use of context to supply more than random guesses at sounds.

SPIRAL of STRATEGIES



Before beginning to teach phonics, it's a good idea to remember several things. First, since fluent readers use phonics at the same time as other strategies, phonics should be taught with them. It is also good to recall that English is not a phonetically regular language. A phonetic approach to decoding words works only a small percentage of the time. Remember, too, that unbroken repetition of any approach becomes boring and ineffective. Intersperse phonics lessons with other learning activities.

There are many approaches to teaching phonics. One of the strategies is to link the letter with a guide word. A guide word is a word that begins with the letter and the sound your student needs to be able to recall. Allowing learners to choose the guide word is one way to make the learning easier and more relevant.

Another way to learn the sounds that letters make is to use worksheets and workbooks. There are many phonics workbooks available. The best not only link the sounds to letters within words, but also put the words into the context of sentences, paragraphs and stories that have meaning.

A very different approach is using word patterns. Word games, writing exercises that depend on rhyme, and children's books by Dr. Seuss depend on word pattern. Reading and writing poetry with very obvious rhymes, such as limericks, are fun ways for adults to use this approach. The LVA handbook Tutor includes an excellent section on using word patterns. Many tutor find it a pleasant way to enforce a variety of phonics patterns.

Glass Analysis is a phonics technique that breaks words into units of sound as the words are being introduced. Because it focuses on the relationship between letters and sounds within an individual word, it avoids the problem of teaching rules that do not work. In order to analyze a word according to this pattern:

- Display the word on a flash card, pronounce it carefully and use it in a sentence.
- Repeat the word as part of a definition, running your finger underneath it as you say it.
- Divide the word into units of sound or syllables. For each unit of sound, say:

In the word _____, the letter/s _____ make the sound _____.

- Ask the learner to identify the letter/s that make each sound unit, covering other letters with your hand, and say:

In the word _____, what letter/s make the sound _____?

- Ask the student to pronounce the word three times, write it on a paper or in the air, visualize and spell it with eyes closed, or write it into a sentence.
- Direct the student to a reading passage containing the new word or write a passage together that the student can read.

DECODING SUMMARY

Fluent readers are skilled at decoding quickly using a number of strategies so that they do not lose meaning. New readers need to develop the same range of useful approaches. When new readers encounter unfamiliar words, encourage them to make reasonable guesses that reflect their knowledge and the meaning of the selection. Isolate important words and help the learner to commit them to memory. Focus on small units of meaning and sound. By inviting the learner to use all these strategies, you enable him/her to become an independent reader.